
A-level HISTORY 7042/1C

Component 1C The Tudors: England, 1485–1603

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Supporting Marking Guidance

A separate Supporting Marking Guidance document has been created for use in this series and any future series.

It has been written by the senior examining team. It applies to all A-level History options. The purpose of the guidance is to clarify key aspects of the mark scheme and further ensure consistency of approach across all options. The guidance does not reflect a change in the standard applied, but clarification and amplification of the standard. We hope that the guidance document will aid you in your understanding of how the standard should be applied and deepen your understanding of how the key aspects of the mark scheme work. The Supporting Marking Guidance should always be used in conjunction with the mark scheme, and any relevant examiner standardising and teacher training material.

Examiners can find the Supporting Marking Guidance on the associate extranet.

Teachers can find the Supporting Marking Guidance alongside the current mark scheme on Centre Services on results day. It will also be published with any future assessment materials on the public website.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity, you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Mary I and Elizabeth I.

[30 marks]

Target: AO3

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

- L5:** Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. **19–24**
- L3:** Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historical context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. **13–18**
- L2:** Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. **7–12**
- L1:** **Either** shows an accurate understanding of the interpretation given in one extract only **or** addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. **1–6**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

In their identification of the argument in Extract A, students may refer to the following:

- Extract A's overall argument emphasises the stark differences between Mary I and Elizabeth I. These differences are primarily rooted in their different religious beliefs
- Extract A stresses that whilst Mary I attempted to restore England as part of wider Christendom, Elizabeth I made England independent from Christendom
- Extract A suggests that Mary I showed her religious beliefs by treating protestants as criminals, whereas Elizabeth I demonstrated her religious beliefs by supporting the Scots to evict the French
- Extract A argues that Mary I worked against her own people whilst Elizabeth I promoted the best interests of England by supporting an anti-Spanish policy which promoted English trade.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- the overall view of Extract A is partly convincing. Mary I was a Catholic and Elizabeth I was a Protestant. However, both Queens argued that they were promoting the best interests of their subjects
- Extract A is convincing in arguing that by making England part of Christendom Mary I was removing part of England's independence. However, Mary I did resist key demands of the papacy. Elizabeth I did restore the concept of the nation state established by Henry VIII
- Extract A is convincing in that the policy of Mary I was responsible for the death of Protestants at the stake including Latimer, Ridley and Cranmer. However, they were burned as heretics, not criminals. Elizabeth I did support her co-religionists, but her support was often half-hearted. Reference could be made to the Vestarian controversy
- the argument that Mary I worked against her own people is suggested more by the outcome than the intent. Mary I went to war with France due to a pre-existing commitment, nevertheless Calais was lost. It is also true that Elizabeth I gained much personally from the actions of privateers such as John Hawkins and Francis Drake.

In their identification of the argument in Extract B, students may refer to the following:

- the overall argument of Extract B is there were many points of similarity between the reigns of Mary I and Elizabeth I
- the extract argues that both Mary I and Elizabeth I promoted divisive religious policies which resulted in them being challenged; both created martyrs
- the extract argues that both Mary I and Elizabeth I were challenged by those who believed they had a more convincing claim to the throne
- the extract argues that both Mary I and Elizabeth I were prepared to lose possessions in their acts of war.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- the argument that there were similarities between the reigns of Mary I and Elizabeth I is convincing. However, other points could be used to illustrate how different the two reigns were
- whilst the argument that Mary I and Elizabeth I promoted divisive religious policies, which resulted in them being challenged, and that both created martyrs is convincing, the scale and extent of these challenges was significantly different. For example, Elizabeth I tried to find a middle way for her religious policy and fewer martyrs were actually killed. Mary I was responsible for the death of 300 protestants during her short reign, Elizabeth I executed at least 180 Catholics during her longer reign
- the argument that both Mary I and Elizabeth I were challenged by those who, it was believed, had a better claim to the throne is partly convincing. However, Elizabeth I was not proven as a participant in a plan to remove Mary I, whereas Mary Queen of Scots was an active participant in plots against Elizabeth I
- Extract B is partly convincing in its argument that any country which goes to war faces losses as well as gains. However, the loss of Calais was a fluke; The Armada, whilst a failure, presented a much more potent challenge.

In their identification of the argument in Extract C, students may refer to the following:

- the overall argument of Extract C is that Mary I was responsible for many of the achievements which have been credited to Elizabeth I
- the extract argues that Mary I established 'queenship', rather than Elizabeth I and that the role of Philip was codified
- the extract argues that key policies which have been linked to Elizabeth I were initiated in the reign of Mary I
- the extract challenges the unique impact of Elizabeth I in being compared to key cultural icons, by suggesting that these had previously been ascribed to Mary I.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- the overall argument is partially convincing. Mary I certainly initiated many of the elements identified as being the achievements of Elizabeth I, but these were consolidated and built on by Elizabeth I. Mary I was queen for five years, Elizabeth I for more than forty
- Extract C is convincing in that Mary I did establish key elements of queenship – for example the female privy chamber. It is also convincing that Philip did not claim to be king. However, public perception was not always in accordance with this. Wyatt's Rebellion suggested that there was widespread xenophobia
- Extract C is convincing in that many of the policies which were implemented in the first years of Elizabeth I had been planned by Mary I. Mary I had planned the recoinage which occurred under Elizabeth I and reformed the Book of Rates which proved particularly significant in Elizabeth I's reign
- the comparisons made between Mary I and key religious figures can be supported. However, whilst Elizabeth I directly promoted such comparisons, Mary I eschewed them.

Section B

- 0 2** How successful were Henry VII's foreign policies in strengthening England's ties with European powers?

[25 marks]*Target: AO1*

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that Henry VII's foreign policies were successful in strengthening England's ties with European powers might include:

- Henry VII sought to strengthen ties for the Tudor dynasty with the main European powers – this was partially achieved by the marriage between Catherine of Aragon and Prince Arthur. The Treaty of Medina del Campo strengthened ties with the major power in Europe
- Henry VII was successful in securing the marriage between Margaret and James IV following the challenge presented by the support given to Perkin Warbeck. The Treaty of Perpetual Peace strengthened the relationship with Scotland and undermined the threat from north of the border
- the Treaty of Etaples strengthened the relationship with France and secured the payment of the French pension
- Henry VII was partially successful in his aim to strengthen England's trading interests. Agreements such as Medina del Campo strengthened England's trade with Spain. The development of the cloth trade through Antwerp strengthened economic relations with European countries.

Arguments challenging the view that Henry VII's foreign policies were successful in strengthening England's ties with European powers might include:

- the death of Prince Arthur, Henry VII weakened the ties with the regime in Spain, indicating that foreign powers only courted England for their own advantage. Ferdinand's accession which had not been supported by Henry left England diplomatically isolated
- Henry VII failed to secure the independence of Brittany; the channel coast was still exposed leaving England vulnerable to possible invasion
- the support given to Perkin Warbeck by Scotland and the Holy Roman Empire damaged relations between England and the European powers in the short term
- the embargo on trade with Burgundy demonstrated that Henry considered the security of the country was more important than successful ties with Burgundy
- Henry VII was diplomatically isolated by the end of his reign. England was not included in the League of Cambrai which included the major powers in Europe and confirmed England's position on the fringe of Europe.

Some students may argue that there were notable successes in the foreign policy of Henry VII by which ties with European powers were strengthened. The successes, in the main occurred when the major powers involved saw the advantage for themselves. Alternatively, some may argue that Henry VII experienced difficulties with pretenders and European dynastic changes after 1500.

- 0 3** To what extent was the Church in England transformed in the last twenty years of the reign of Henry VIII?

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that the Church in England was transformed in the last twenty years of the reign of Henry VIII might include:

- the most significant transformation in the Church in the last twenty years of the reign of Henry VIII was the break with Rome. At the beginning of the period the Pope was Head of the Church in England, by 1547 Henry was Head of the Church of England
- the leadership of the Church in England and the authority to determine Canon Law was transformed in the last twenty years of the reign of Henry VIII. Following the Act of Supremacy passed in 1534, Henry VIII rather than the Pope was the final authority in religion in England
- as a result of the legislation passed by the Reformation Parliament, the relationship between the Church and the state was transformed and the payment of monies was then made to the secular power
- in the second half of the 1530s, the Dissolution of the Monasteries brought to an end the fundamental role which the monasteries had played in religious life. The provision of masses for the dead, and long standing wider social and economic support, was brought to an end by the Dissolution of the Monasteries
- as vicegerent, Cromwell's injunctions brought about changes in religious practices. Saints' days which had been such a fundamental part of the liturgical year were abolished. Pilgrimages were ended. Access to the Word of God was transformed through the publication of the Great Bible in English in 1539.

Arguments challenging the view that the Church in England was transformed in the last twenty years of the reign of Henry VIII might include:

- some changes to the Church had already begun before Henry VIII took the decision to annul his marriage to Catherine of Aragon. For example, changes to Benefit of Clergy and the Dissolution of some Monasteries by Cardinal Wolsey
- very little changed at parish level in the last twenty years of the reign of Henry VIII. Few of the clergy were replaced because of the break with Rome. Most clergy swore the oath recognising Henry's supremacy and continued in the same parish with broadly the same teaching
- there was very little change in liturgy during the last twenty years of the reign of Henry VIII. Masses were still in Latin. Only a shorter litany in English was introduced in 1544
- although Cromwell attempted to change the emphasis of doctrine in the 1530s, through the act of Ten Articles and the Bishops' Book, Henry VIII reasserted traditional Catholicism through the Act of Six Articles and the King's Book. Henry VIII personally asserted the doctrine of transubstantiation at the trial of John Lambert
- in addition to the steps taken by Henry VIII in the 1540s to assert Catholic doctrine, access to the Bible in English was restricted and clear prohibition given to clerical marriage.

Some students may argue that the position of the Church in England was transformed in the last twenty years of the reign of Henry VIII; England was no longer part of Christendom. However, some students may argue that its role in the parishes throughout the land remained virtually unchanged as did doctrine and liturgy. There was limited evidence of Protestantism becoming dominant during these years.

- 0 4** 'The last twenty years of Elizabeth I's reign were years of economic depression rather than prosperity.'

Assess the validity of this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
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- L3:** Answers will show an understanding of the question and will supply a range of largely accurate information, which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way, although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6–10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1–5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments supporting the view that the last twenty years of Elizabeth I's reign were years of economic depression rather than prosperity might include:

- the 1590s saw the most serious subsistence crisis of the century during which starvation occurred, particularly in the north. This was partly caused by poor harvests and distribution of grain from the south to the north
- there was a significant fall in real wages, this was caused partially by poor harvests, but more significantly by the increase in population
- changes in agriculture led to increased internal migration and urbanisation. The increase in immigration placed greater stress on urban centres. In many urban areas the wage dependent were unable to source other forms of support
- contemporaries record and complain of manifestations of poverty. For example: bands of young men and soldiers returning from the wars
- the provision of poor relief, initially in wealthier cities such as Norwich, and parliamentary legislation to require parishes to provide for the poor are indicative of a growing need in society.

Arguments challenging the view that the last twenty years of Elizabeth I's reign were years of economic depression rather than prosperity might include:

- London grew significantly during this period as a centre for trade, exchange and manufacture of luxury goods
- the creation of trading companies to Russia, the Ottoman Empire, Africa stimulated wealth creation, culminating in the formation of the East India Company
- lesser nobility and yeoman undertook the great rebuilding of their houses, stimulating the economy through purchase, particularly of luxury goods
- privateering which accompanied the continuing hostilities with Spain resulted in an influx of Spanish silver which stimulated the economy.

The last twenty years of Elizabeth I's reign were both a time of prosperity and depression and students may argue either way dependent on the evidence cited. Those with access to wealth experienced prosperity, those who were wage dependent experienced depression. Overall, England prospered during this period, but for the largest section of society, these were years of depression.